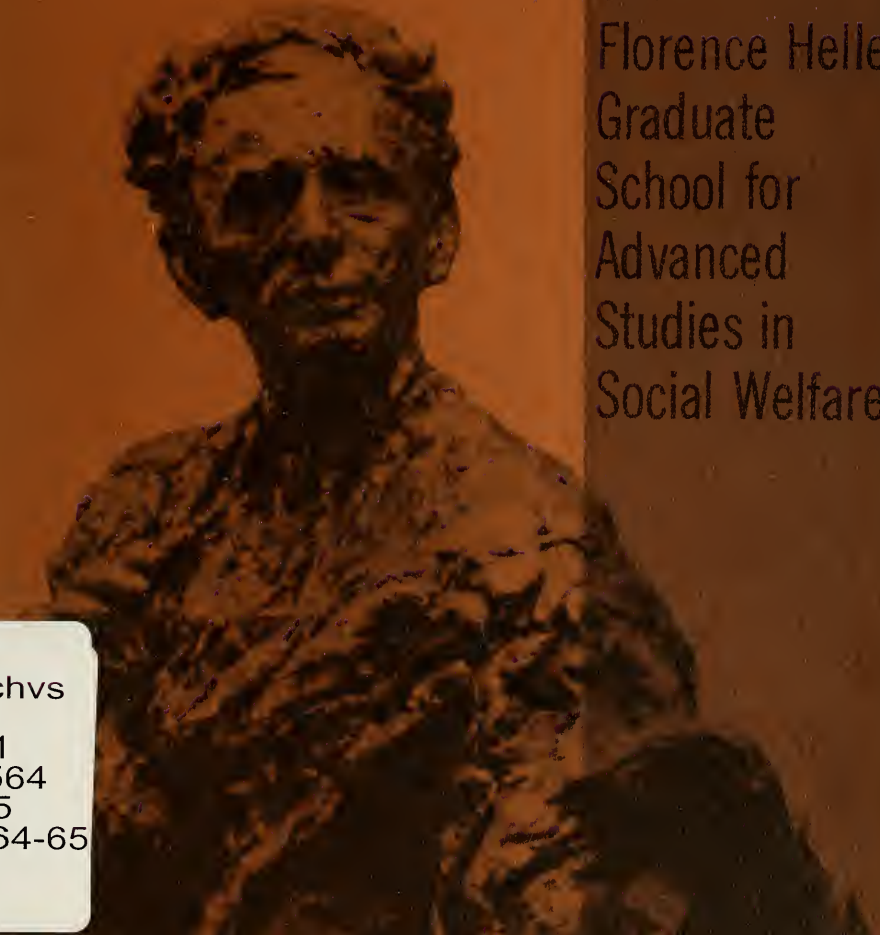


The  
Florence Heller  
Graduate  
School for  
Advanced  
Studies in  
Social Welfare



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1964-65

COVER: *The statue of Louis Dembitz Brandeis on the Brandeis University campus executed by Robert Berks under a commission from Lawrence A. Wien of New York. Dedicated by Chief Justice Earl Warren on the 100th anniversary of the birth of Brandeis, November 1956.*

*This publication is corrected as of July 1, 1964.*

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# Brandeis University

The  
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1964/1965

W A L T H A M , M A S S A C H U S E T T S

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*“It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach. . . .*

*“It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students.*

*“It must ever be mindful that education is a precious treasure transmitted—a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust.”*

—from the writings of  
LOUIS DEMBITZ BRANDEIS (1865-1941)  
on the goals of a university.



*“Brandeis will be an institution of quality, where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.*

*“Brandeis University will be a school of the spirit—a school in which the temper and climate of the mind will take precedence over the acquisition of skills, and the development of techniques.*

*“Brandeis will be a dwelling place of permanent values—those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.*

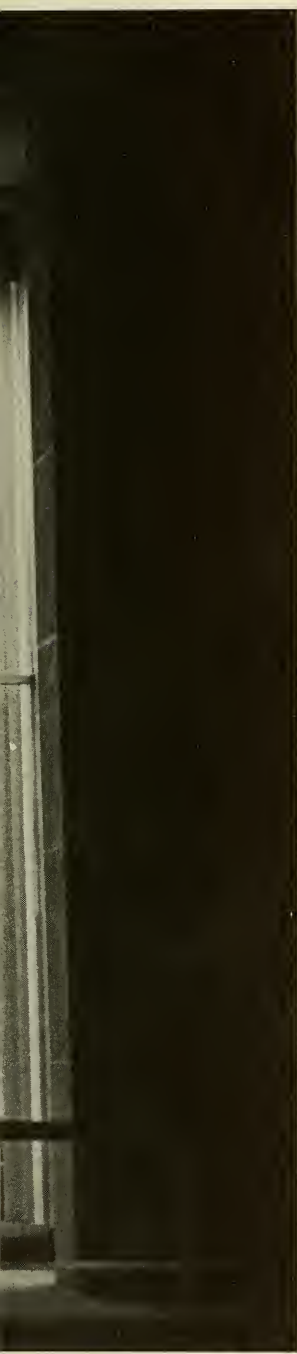
*“Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions, whether ethnic or religious or economic.”*

—DR. ABRAM L. SACHAR, at the ceremonies inaugurating  
Brandeis University, October 8, 1948









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## Academic Calendar 1964-1965

**Fall Term:** Friday, September 25, 1964, through Thursday, January 21, 1965

Thursday	September 24	Registration on or prior to this date
Friday	September 25	Orientation
Monday	September 28	No University Exercises
Tuesday	September 29	Classes Begin
Wednesday	November 11	No University Exercises
Thursday	November 26	No University Exercises
Thursday	December 17	Winter Recess begins after last class
Monday	January 4	Classes Resume
Thursday	January 21	Last day of classes, Fall Term 1964-1965

**Spring Term:** Monday, February 1, 1965, through Thursday, May 27, 1965

Monday	February 1	Classes Begin
Monday	February 22	No University Exercises
Thursday	April 15	Spring Recess begins after last class
Monday	April 26	Classes Resume
Thursday	May 27	Last day of classes, Spring Term 1964-1965
Saturday	June 12	Baccalaureate
Sunday	June 13	Commencement





# The Florence Heller Graduate School for Advanced Studies in Social Welfare



The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to help meet the need for education directed toward leadership responsibilities in social welfare. The school was made possible by an initial endowment from Mrs. Florence Heller of Chicago. It was organized following careful study by the President, the Administration and the Board of Trustees of Brandeis University after consultation with social work authorities.

## Program

The aim of the School is threefold:

1. To train a carefully selected group of professional social workers for policy, planning, administrative, teaching, and research positions in the social welfare field.
2. To develop a research center where social work scholars may follow intensive study in areas which hold promise of making a significant contribution to the field of social work theory and practice.
3. To conduct a variety of community service activities including seminars, institutes, community and social agency consultation, and related programs and activities.

## Focus of the School's Program

The special focus of the doctoral program is on Social Policy, Social Planning, Social Administration and Social Research. This focus was selected after careful review of higher education in the social welfare field. This review highlighted the fact that the resources available for educating persons for practitioner roles were far more developed than the resources available for educating persons for policy, planning, administrative, research and teaching positions in social welfare.

## Educational Objectives

Students are expected to bring to their doctoral study the background and understanding which come from professional training and from practice in social welfare programs. The task of the doctoral program is two-fold: to help the student refine and deepen his understanding of his particular field of practice and to acquire the research skills through which he can contribute to the body of knowledge in his field; and to help the student attain a broad perspective on social welfare services in modern society and on the major policy issues confronting social welfare programs.

The doctoral program will involve considerable variation among students in their career goals, ranging from scholarly careers to administrative careers in social welfare organizations. For this reason, two degrees will be offered, and substantial opportunity provided, within each degree, for selection of areas of concentration. The program will be designed to permit a great deal of flexibility and individualization of each student's training, in consonance with his background, interests and future goals.

## Degrees Offered

Two degrees will be offered by the School. The degree of Doctor of Philosophy will be conferred on those students who prepare primarily for research or teaching responsibilities. The degree of Doctor of Social Welfare will be conferred on students who are mainly concerned with administrative, planning, and consultative roles in the social welfare field.

There is no difference in the amount or quality of work required for the two degrees. The primary difference will center around the comparative emphasis given social science theory and research skills on the one hand, and administrative and planning theory and research skills on the other. The dissertation research of the Ph.D. candidate, typically, will be concerned with testing or adding to some aspect of the body of general knowledge underlying social welfare practice. The dissertation research of the D.S.W. candidate, on the other hand, will be concerned with a specific

policy or administrative question of the kind being dealt with regularly in operating social work programs.

Students who successfully complete a full year's work in residence (at least 20 units) may apply for a Third Year Certificate, which will constitute recognition of one year's work beyond the Master's degree.

## Admissions

Individuals wishing to be considered for admission to the School should obtain formal application blanks from the Dean of The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts 02154. These forms should be completed and filed with the School well in advance of the registration date for the Fall Semester. A minimum of sixty days should be allowed for consideration of the application. Academic transcripts of all undergraduate and graduate work should be submitted either at the same time or immediately after filing the application for admission. In most instances, arrangements will be made for personal interviews between the applicant and a representative of the School.

## General Requirements for Admission

Admission to the School will be based upon the following requirements:

1. A Master's degree, either Master of Arts or Master of Social Work, from a recognized school of social work or its equivalent.
2. Personal qualifications including satisfactory and successful professional experience in the field of social work which will demonstrate the applicant's capacity to hold successfully a position of social work leadership in the capacity of administrator, consultant to an administrator, social planner, social researcher, teacher, or in some other high level or executive capacity in the social work field.
3. Specific interest in pursuing a career in social work in the areas of concentration of the School.

## Degree Requirements

All candidates for the degree of Doctor of Philosophy or Doctor of Social Welfare will be required to complete the following:

1. Sixteen hours of classroom work in the core curriculum required of all students. These include units in social science, social policy, research methods, statistics, and planning.
2. A minimum of fourteen additional hours of classroom work, for a total of thirty semester credits.



3. A reading knowledge of one foreign language. The language chosen must be approved by the student's faculty advisor. Preferably, the language chosen shall be the language of the country in which the student has specialized as set forth below.

4. The student will be expected to have knowledge of his specialty in at least one country outside of the United States, e.g., a student specializing in social security would be expected to know the social security program not only of the United States, but of one foreign country.

5. Satisfactory performance on qualifying written examinations, given at the end of the first year, will be the primary basis upon which the student will be deemed a candidate for the degree. These include:

- a. Examination in social policy in the social work field.
- b. Examination in the concepts of behavioral sciences relevant to social work.
- c. Examination in research methods in the field of social work, including statistical concepts.
- d. Examination in the structures and processes of community planning for social welfare.
- e. Examination in the field of social work as currently practiced in the United States, including knowledge of the most recent literature.

6. During the second year, the student will be required to take oral examinations demonstrating successful integration of all aspects of his training program as well as knowledge in depth in his areas of concentration.

7. Each student will be required to complete and to defend a dissertation.

*Additional Requirements for Doctor of Philosophy Degree:*

Candidates for the Doctor of Philosophy degree will be required to complete six additional hours of classroom work in social science theory courses and six additional hours of classroom work in social research methods, beyond the requirements in these areas for all students.

The Ph.D. dissertation will be expected to make a contribution to the advancement of theoretical knowledge relevant to the practice of social work or to the field of social welfare, through the testing of existing theory or by adding to the existing knowledge.

*Additional Requirements for Doctor of Social Welfare Degree:*

Candidates for the Doctor of Social Welfare degree will be required to complete courses in "Administration—Theory and Practice," "Administrative and Operational Research" as well as a seminar in "Social Theory and Social

Work.” Additional courses to complete the credit requirements will be chosen from available electives with the approval of the faculty advisor.

The D.S.W. dissertation will be expected to make a contribution to the advancement of practice in the area of the student’s interest. It may be concerned with a specific policy issue in the field of social welfare, questions of administration or planning that arise in operating social work programs, or techniques of data gathering and analysis in social work or social welfare.

## Joint Program with Lown Center for Contemporary Jewish Studies

The Florence Heller Graduate School for Advanced Studies in Social Welfare offers a special doctoral program in cooperation with the Lown Center for Contemporary Jewish Studies. This program is designed for persons interested in careers at the executive level in areas of Jewish communal service such as family and children’s service, aged programs, medical care, vocational service, Jewish education, community relations, Jewish Center work, or Jewish community organization.

Candidates must have obtained a Master’s degree in either social work, education, or a relevant academic discipline.

The joint program of The Florence Heller Graduate School and The Lown Center for Contemporary Jewish Studies calls for two years of residence, completion of qualifying examinations and language requirements, and a dissertation on a subject relevant to Jewish communal service. It will eventuate in a Doctor of Philosophy or Doctor of Social Welfare degree, depending on the student’s field of concentration. Courses will cover Jewish history and institutions, the sociology of American Jews and Jewish community organization, as well as the standard requirements of The Florence Heller Graduate School in social policy, social theory, social research, community planning and administration.

Fellowships in the amount of \$5,000 each academic year in addition to tuition are available to qualified candidates.

## Tuition and Fees

### Tuition

All full-time students will pay the regular tuition fee of \$1,650 per year, the same tuition fee required of all graduate students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days before the beginning of classes, he may petition the director of university finance for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

## Diploma Fee

All candidates for degrees are charged a \$250 Graduation and Diploma fee, payable prior to June 1 in the year in which the diploma is granted. This fee covers the cost of publication of the dissertation through University Microfilms, Inc., and rental of the cap and gown for graduation.

## Optional Health Fees

All students have the opportunity and option to obtain limited health insurance by the annual payment of \$40.00. Payment of the optional medical fee entitles graduate students to utilize the facilities of the Health Office and to participate in the University health insurance program.

The health insurance program helps defray expenses during the academic year for treatment beyond the scope of the Health Office. A brochure outlining the details of this program may be obtained at the Health Office. Coverage is not provided for pre-existing conditions, extraordinary cases, psychiatric cases, optical and dental services, or special materials.

## Chairs

*Maurice B. Hexter Chair in American Philanthropy* (1961) Established by the friends and associates of Dr. Maurice B. Hexter of New York City in tribute to his long career of public service and Jewish communal leadership. The current incumbent of the Chair is Charles I. Schottland.

*Arthur D. Katcher and Benjamin Leibel Chair in Social Service* (1959) Established by the Jewish Settlement House of the East Side, Inc. of New York City to promote the study of social services for community and neighborhood planning. The incumbent of the Chair is David G. French.

*Milton Kahn Chair in Community Organization* (1959) Established through contributions by hundreds of friends and admirers of a distinguished Brandeis community leader, and a member of Brandeis' Board of Trustees, in tribute to a lifetime of leadership. The Chair is occupied annually by a distinguished visiting lecturer. During 1961-62, the incumbent was Richard M. Titmuss of the University of London.

*The Henry Kaufmann Fellowship in Group and Community Development* (1964) A senior fellowship to underwrite a faculty member teaching group and community development at the Florence Heller Graduate School has been established by the Henry Kaufmann Foundation, Judge Joseph M. Proskauer, Norman S. Goetz and Samuel Lemberg of New York.

*Nathan Manilow Chair in Community Planning* (1956) A grant of \$100,000 for the study of community and regional planning. Established in honor of Mr. Nathan Manilow of Park Forest, Illinois, by his associates, American Community Builders, Inc. Incumbent is Herbert H. Aptekar.

*John Stein Chair in Human Rehabilitation* (1961) Established by Misses Kate, Laura and Harriet Stein of Fort Worth, Texas, and New York City in loving memory of their brother, John, to support teaching and research programs in Human Rehabilitation. The current incumbent of the Chair is Howard E. Freeman.

*Young Men's Philanthropic League Chair in Gerontology* (1960) Established by the Young Men's Philanthropic League of New York City, through annual allocations to support the teaching and research programs in gerontology. The current incumbent of the Chair is Robert Morris.

## Endowments, Fellowships and Loan Funds

The University has loan funds, and information can be obtained concerning them upon inquiry. Tuition fellowships and graduate fellowships are available. Information may be secured by addressing a communication to the Dean of the Heller Graduate School.

Traineeships provided by the National Institute of Mental Health, the U. S. Children's Bureau and the Vocational Rehabilitation Administration are awarded to qualified students by the School. In addition to these traineeships and such fellowships as may be available through governmental and private sources, the special stipends listed below are awarded by the School.

Holders of fellowships are expected to devote full time to their academic work. Under special circumstances, fellowship holders may accept employment during the first year of not more than one day a week on activities related to the student's academic program. During the second year, fellowship holders may work up to three days a week, providing their employment is related to their dissertation research.

*Combined Jewish Philanthropies of Greater Boston* A \$2,500 fellowship to be awarded to a graduate student in social welfare.

*Committee of the Permanent Charity Fund, Incorporated* (1962) An \$8,000 grant for fellowships to be awarded to students pursuing graduate work in social welfare.

*Benjamin and Bertha Daitzman Loan Fund* (1959) Established by family and friends of Mr. and Mrs. Benjamin Daitzman of Union City, New Jersey, in honor of their golden wedding anniversary, and in recognition of their devoted and continuing services to refugees and all others needing a "friend," available to graduate students in social welfare.

*Edward Hano Fellowship* (1958) Established by his wife and members of the family as a tribute to the late Edward Hano of Granby, Massachusetts; income to provide supplementary fellowship assistance to gifted students pursuing graduate work in social welfare.



*Rabbi Solomon Scheinfeld Fellowship Endowment* (1959) Established by the Sylvia and Aaron Scheinfeld Foundation of Chicago, Illinois, as a memorial tribute to Mr. Scheinfeld's distinguished father; the income to be used for fellowship assistance to gifted students, preferably from greater Milwaukee or Wisconsin, to pursue graduate study in social welfare.

*Joseph F. Stein Foundation Fellowship in Social Welfare* (1959) Established by Mr. Joseph F. Stein of New York City for fellowship study in the field of social welfare.

*Lillian Himoff Tiplitz Service Fund* (1961) An annual contribution, in memory of Lillian Himoff Tiplitz, to augment the resources for assisting graduate students in the field of mental health.

*Leon G. Winkelman Fellowship Endowment Fund* (1959) Established by the Leon G. and Josephine Winkelman Foundation of Detroit, Michigan, as a memorial tribute to Leon G. Winkelman, to subsidize a graduate fellowship in the field of gerontology.

## Housing

Graduate housing is not available on campus. The Housing Office serves as a clearing house for rooms and apartments in Waltham and nearby Greater Boston communities.

## Auditing Courses

The privilege of auditing courses without fee is extended to all students of The Florence Heller Graduate School for Advanced Studies in Social Welfare. The courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor and from the Dean of The Florence Heller Graduate School.

## Woodruff Hall

The Florence Heller Graduate School for Advanced Studies in Social Welfare is housed in Woodruff Hall, a two-story building, devoted entirely to the School. Woodruff Hall is adjacent to Sherman Student Center, where students may obtain meals. It is close to Goldfarb Library and ideally situated with reference to the various other resources of the University.

## Dismissal from the University

The University reserves the right to dismiss or exclude at any time students whose conduct or academic standing it regards as undesirable, and without assigning any further reason therefor; neither the University nor any of its trustees or officers shall be under any liability whatsoever for its exclusion.



## Curriculum

The curriculum of the School is designed to provide doctoral candidates with a broad background in social policy and social research as well as to lay a foundation for the student's intensive study of his particular field of interest. All courses (except tutorial) will be of the seminar type.

The academic year in The Florence Heller Graduate School for Advanced Studies in Social Welfare is divided into two semesters. The dates for these semesters will be as follows:

Fall Semester: September 25, 1964, through January 21, 1965.

Spring Semester: February 1, 1965, through May 27, 1965.

The number of credits for each course appears in parentheses immediately after the course title; the semester in which a course will be given appears in Roman numerals immediately after the credit designation. All courses in the 200 series are first-year courses; all courses in the 300 series are second-year courses, some of which are open to first-year students with special permission of the instructor.

Courses not scheduled for a particular term will be available on a tutorial basis or may be offered as a specially scheduled seminar if there are sufficient students.

A minimum of thirty hours in residence is required for graduation. A plan of study is developed for each student which is based upon his previous training and experience and his choice of a major area for concentration. A list of courses recommended for all students and for each major area of study is available upon request from the Dean.

### SOCIAL WORK 201. Historical and Contemporary Developments in Social Policy. (4) I.

A review and orientation course of the basic social policy problems affecting the field of social work. Background, history, and developments of current social policy issues with particular emphasis on issues in the field of social security, public welfare, mental health, medical care, vocational rehabilitation, and international social work. A review of recent economic, social, and demographic trends as they affect social policy questions and solutions. Recent changes and long-term trends in the organization of social services. The important questions in the political arena affecting social insurance and public welfare programs. Public-voluntary agency roles and relationships. Basic issues and problems around the status of social work as a profession. A forecast of the most important issues likely to arise in the near future affecting social work practice.

*Mr. Schottland*

### SOCIAL WORK 210. Sociological Concepts. (3) I.

A survey of current concepts and theoretical positions in sociology. The course will review the historical development of sociology, the relationship of sociology to the other behavioral sciences, and the relevance of sociological concepts and theories for the field of social welfare.

*Mr. Freeman*



**SOCIAL WORK 211. Community Analysis. (3) II.**

An analysis of the social organization of the community and the structural variations within it. Particular emphasis will be given to the political, economic, occupational, and ethnic characteristics of American urban communities. Special consideration will be given to the health and welfare system of the community.

*Mr. Warren*

**SOCIAL WORK 212. Theory and Research in Formal Organizations. (3) II.**

An analysis of selected theories of organizational behavior with reference to social welfare institutions. Special attention will be given to problems in applying general organizational theory to current principles of planning, organizing, and administering social welfare agencies.

*Mr. Coser*

**SOCIAL WORK 213. Social Psychology. (3) I.**

A presentation of concepts and problems of social psychology focusing initially on the individual and subsequently on the group as the unit of analysis.

*Mr. Schooler*

**SOCIAL WORK 214. Modern Cultures. (3) I.**

Research seminar. Problems and limitations of anthropological analysis of modern cultures; the community study method and its use in dealing with complex societies. Intensive study of cases from contemporary anthropological materials.

*Messrs. Manners and Weingrod*

**SOCIAL WORK 215. Urban Politics in the United States. (3) I.**

An examination and analysis of government, politics, and policy development in urban America. Course will be concerned with: the position of the city in the Federal system; municipal finance and the classic service functions of local government; the era of "bosses", "machines", and Progressive reform; modern forms of city government; the contemporary nature of city politics; the patterns through which community issues are resolved; and, the problems of metropolitan areas and the various methods being used in an attempt to cope with them. Throughout the latter half of the course, special attention will be given to questions concerning the development and execution of public policy for urban areas, and the functions of professional planning in a pluralistic political system.

*Mr. Binstock*

**SOCIAL WORK 216. International Social Welfare and Community Development. (1) II.**

A course of five lectures by experts in the international welfare field who will discuss the goals, programs, and policy issues of the major international organizations. Special attention will be given to community development and planning activities. The United Nations and its specialized agencies, the international voluntary field and various coordinating and planning mechanisms operating on worldwide or regional levels will be studied.

*Miss Sieder and Guest Lecturers*

**SOCIAL WORK 230. Research Methods. (3) II.**

A survey of methods applicable to research in the field of social welfare. The course includes a consideration of the assumptions underlying social research methods, and the development, implementation, and execution of research designs. Various research approaches will be examined and technical procedures described, including questionnaire construction, interviewing, content analysis, scaling, participant observation, small group analysis, and the use of punch-card equipment.

Administrative policies, personnel arrangements, estimation of costs, and the reporting of research will be discussed, as well as some of the special problems of applied and action research.

*Mr. Schooler*

#### **SOCIAL WORK 231. Statistical Ideas in Research. (3) I.**

An analysis of the uses of statistics in social research and the assumptions underlying statistical procedures. The first part of the course covers descriptive statistics, and the second examines the use of statistics in drawing inferences. Although the course is directed primarily at providing an understanding of the logical basis of statistical analysis and the potentialities and limitations of statistical methods, students will become familiar also with the technical procedures involved in calculating measures. A weekly laboratory period will be devoted to the development of a working knowledge of these technical operations.

*Mr. Weiss*

#### **SOCIAL WORK 240. Theories, Processes, and Structures of Social Welfare Planning. (3) II.**

This seminar is prerequisite to SW 241, unless the student is exempted on the basis of previous experience. Contemporary planning issues and problems will be examined in the perspective of historical developments as reflected through major contributions to community organization practice theory and the evolution of planning structures. The influence of changing social conditions, problems and planning theories will be identified in this analysis. The functions of various types of structures operating at the national, state and local levels will be assessed in relation to their respective goals, methods, sanctions and key participants. The issues encountered and processes used by the planner in such activities as setting goals, gaining consensus, establishing priorities and bringing about change will be examined.

*Miss Sieder*

#### **SOCIAL WORK 241. The Theories and Processes of Social Welfare Planning. (3) II.**

This seminar combines an analysis of contemporary community planning theory with an exploration of new concepts, methods and tools made possible by recent technological developments. Theoretical contributions from political science, economics, sociology and anthropology will be reviewed in the light of typical community planning problems which affect a broad range of community interests—urban renewal and city planning, medical care, aging, juvenile delinquency, and mental health. Special emphasis will be given to factors and forces which influence or inhibit change and which contribute to community stability including the role of power structures, economic and social interests, decision-making systems, and professional intervention. Alternatives available to social planners will be examined with reference to both planned and natural change situations.

*Mr. Morris*

#### **SOCIAL WORK 260. Administration. (3) II.**

Required of D.S.W. Candidates.

Theories of organization and bureaucracy and their practical implications. Analysis of administration as a process in social work. Role of the social work executive as leader, planner, and formulator of policy. Decision-making, planning, organizing, and operating social agencies.

*Mr. Aptekar*

#### **SOCIAL WORK 265. Child Welfare. (3) II.**

Historical and current developments in child welfare programs; analysis of major studies in the field of child welfare with particular reference to their impli-

cations for child welfare practice, for the organization and administration of child welfare services, and for research methods and social science theory as applied to child welfare.

*Mr. Gil*

#### **SOCIAL WORK 270-271. Dean's Seminar. (0, 0) I, II.**

All students will be expected to attend a non-credit seminar for first-year candidates. The seminar will be held monthly with the participation of faculty. The seminar will explore in depth some of the practice problems related to or growing out of course work and the general educational program of the School.

*Mr. Schottland and Faculty*

#### **SOCIAL WORK 301. Social Security. (3)**

The present status of social insurance programs in the United States. Analysis of status, adequacy, and trends in workmen's compensation, unemployment insurance, old age, survivors, and disability insurance; relationships of industrial pension plans and voluntary insurance to social security; social insurance programs throughout the world; financing of social security; basic issues and trends.

*Mr. Schottland*

#### **SOCIAL WORK 311. Social Theory and Social Work Practice. (2) II.**

Required of D.S.W. Candidates.

The application of social theory in the practice of social work; analysis of changing practices in social work and theory underlying such changes; selected theory and research from the fields of sociology, social psychology, and psychiatry, and their application to the practice of social work in a variety of settings.

*Mr. Aptekar*

#### **SOCIAL WORK 313. Applied Sociology. (3) I.**

The application of social science principles to the solution of practical problems in such fields as community organization, technological change, urban and rural development, industrial relations, mental and public health.

*Mr. Schwartz*

#### **SOCIAL WORK 331. Administrative and Operational Research. (3) II.**

The role of research in operating programs and planning bodies. Administrative structures and policies within which research is carried on. Administration of a research unit. The use of research grants and contracts. Service accounting as a research and administrative tool. The use of special studies. Determination of research priorities. Communication of research results. Review of selected reporting systems and special studies.

*Mr. Gurin and Guest Lecturers*

#### **SOCIAL WORK 332-333. Research Internship. (2, 2) I, II.**

A guided research experience in which the student participates in the steps involved in formulating a problem for research, developing a research design, gathering and analyzing data, and developing a research report. Internships are under the guidance of faculty members and of research associates in the Social Welfare Research Center and are organized around research that is underway in the School.

*Faculty and Research Associates*

#### **SOCIAL WORK 335. Quantitative Analysis. (3) I.**

An examination of the design and conduct of survey research. Various quantitative approaches will be examined and their application discussed. Technical procedures in survey research and the analysis of secondary data will be con-



sidered. Part of the course will be conducted as a laboratory, and students will undertake such operations as schedule construction, coding, machine tabulation, and report writing.

*Mr. Lambert*

**SOCIAL WORK 336. Qualitative Analysis. (3) II.**

This course will examine methods appropriate to research in which the data do not lend themselves to quantitative treatment. Among the methods to be reviewed will be: unstructured observation, the development and use of typologies, the analysis of personal documents, and case analysis.

*Mr. Vidich*

**SOCIAL WORK 340. Governmental Social Welfare Programs. (2)\***

Basic issues and policy problems in public assistance, public child welfare and Federal, state and local organizations and relationships. The financing of public welfare; relationship among various public welfare programs; social insurance versus public assistance; specialized public welfare services versus generalized services; roles of public versus voluntary agencies.

*Mr. Schottland*

**SOCIAL WORK 341. Financing Social Welfare. (2)\***

Trends in the financing of public and voluntary social services. Emphasis will be placed upon major support sources, including fees for service, third party payments, government and philanthropy, and their effect on program formulation. Effect of governmental programs on the financing of voluntary social agencies. Philanthropic financing will be reviewed with stress on the relationship between federated, united, and independent fund-raising, and the relationship to program requirements and philanthropic potential.

*Mr. Morris*

**SOCIAL WORK 342. Planning Mental Health Programs. (2) II.**

Planning on local, state and national levels. Public responsibilities and the role of voluntary agencies. Problems encountered in planning. Collaboration of the professions. Mental health programs of schools, colleges and other institutions. The use of research materials.

*Mr. Aptekar*

**SOCIAL WORK 343. Planning for Health, Medical Care and Rehabilitation. (1, 1) I, II.**

This seminar will meet every other week. During the first semester a panel of speakers will review current trends and basic issues in the organization of resources to improve the nation's health, to provide medical care, and to rehabilitate the sick and disabled. Alternative approaches will be considered for dealing with such current issues as the organization of health resources, the changing functions of health departments, alternative forms of group practice, the development of ambulatory and outpatient services, the consequences of the changing character of health needs such as chronic illness and long-term care, and the financing of health care through individual purchase, insurance, and third party payments. During the second semester significant research on special problems will be reported by Heller Graduate School faculty and invited lecturers, and action taken to implement research findings will be reviewed.

*Messrs. Lambert, Cummins, Freeman, Morris*

**SOCIAL WORK 344. The Aging in Modern Society. (2)**

A review of the newly created issues confronting society as a result of the rapid growth in the aged population, economic provision for widespread retirement and

\* Not to be given in 1964-65.

the extension of retirement life expectancies. The impact of an aging population upon social organization of health and welfare services. Patterns of organization in the United States and in Western Europe, with stress upon policies for dealing with the conflict of specialized versus generalized services. Development of institutional versus non-institutional methods of care. Basic policy issues in services for the aging.

*Mr. Morris*

#### SOCIAL WORK 345. Seminar in American Philanthropy. (2)\*

The role of voluntary giving in the United States. Status and trends affecting voluntary health and welfare programs.

*Mr. French*

#### SOCIAL WORK 346. Planning Under Governmental Auspices. (2)

Trends and developments in planning under governmental auspices will be reviewed and evaluated in light of their impact on the organization of social welfare services. Distinctive characteristics of planning by government will be considered in the light of alternative approaches traditionally available through voluntary systems. Current health and welfare issues will be examined from the point of view of the impact made by political, legislative, and executive department procedures. Illustrations will be drawn from governmental activity at the Federal level (aging, public health, juvenile delinquency, mental health, and child welfare services), state government, and local communities (urban renewal, juvenile delinquency, and housing). Experience with cooperative planning between governmental and voluntary agencies will be contrasted with planning in which the balance of responsibility and authority is predominantly concentrated in official instruments of government.

*Mr. Morris*

#### SOCIAL WORK 347. Planned Change in Social Welfare. (2) II.

A working seminar for the development of social work theory relevant to planned change in social welfare operations. Concepts from the social sciences, (political science, anthropology, and sociology) will be used as a backdrop for analyzing current social work theory and for extending this theory to social welfare organizations and social work practice. Applications will be sought in urban renewal, community action programs, the reorganization of traditional services, including mergers and the re-direction of philanthropic allocations. Theoretical models for directing change will be reviewed and methodological tools appraised. Attention will be given to current concepts of power structures, the role of leadership, professional roles and tasks, the measurement of directed change, and the function of conflict.

*Mr. Gurin*

#### SOCIAL WORK 349. Urban Planning and Social Policy. (3) I.

Interdisciplinary approaches to policy determination and planning for urban problems, drawing on methods of: (a) city and regional planning; and (b) social welfare planning. Definition of urban problems as seen in the framework of each discipline, and identification of promising areas for collaborative planning. The term's work will focus on developing and evaluating techniques for dealing with selected problems in relocation planning, manpower training and urban renewal. Other problems to be considered for selection and treatment are the differential functions of metropolitan neighborhoods, economic, social and ethnic differentials

\* Not to be given in 1964-65.

in population requirements, the improvement of the urban environment and planning for a mobile urban population. (Offered jointly with the Department of City and Regional Planning, Massachusetts Institute of Technology.)

*Messrs. Frieden and Morris*

**SOCIAL WORK 360. Advanced Administration. (2)**

A seminar devoted to development of principles and theory of administration with specific reference to social welfare organization. Consideration of theories of organizational behavior and of administrative process will be undertaken as a backdrop for the analysis of administration in social welfare. The special conditions imposed by the type of service administered, governmental or voluntary sponsorship, the locus of the service in an independent or a host agency, and the degree of professionalization of the personnel providing the service will be identified. The prospects for administration as a major area of practice in social work will be discussed.

*Mr. Aptekar*

**SOCIAL WORK 370-371-372. Tutorial Courses. (Credit assigned by Instructor.)**

By special arrangement, courses may be taken by individual students, under the supervision of a member of the faculty in special areas.

**SOCIAL WORK 374. Social Work and the Law. (3)\***

Legal foundations for social welfare programs. Law as an expression of social purpose. Basic policy problems involved in programs of adoption, guardianship, public regulation and licensing of foster homes and institutions, marriage, divorce and separation, child support, special courts, probation and parole. The role of the legislative and judicial organs in establishing basic social policy.

*Mr. Schottland*

**SOCIAL WORK 375. Theory and Practice in the Field of Mental Health. (2)**

The application of social theory in the organization of mental health services. Problems and responsibilities of the various cooperating professions in the mental health field. Preventive emphasis. Newer forms of therapeutic care. The role of mental health research.

*Mr. Aptekar*

**SOCIAL WORK 376. Seminar in Social Work Education. (2) I.**

Content and levels of social work education; scientific, philosophical, and methodological components; international aspects; current problems and issues.

*Mr. Aptekar and Faculty*

**SOCIAL WORK 380-381. Dissertation Seminar. (2, 2)\***

This seminar for candidates engaged in work on doctoral dissertations, will address itself to research problems encountered at various stages of their progress; i.e., identifying a researchable problem; research design; sampling; data collection; and data analysis including application of appropriate theory. Drawing on actual dissertation experience, the seminar aims to enrich and facilitate the research of individual students.

*Miss Sieder and Mr. Vidich*

\* Not to be given in 1964-65.

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The Board of Overseers of The Florence Heller Graduate School for Advanced Studies in Social Welfare is an advisory group of citizens and professional social workers who advise and counsel with the School and University officials on the School's program.

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Deeda Wharton	<i>Administrative Secretary</i>

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Robert H. Binstock, A.B.	<i>Research Associate</i>
Leonard M. Bloksberg, B.S., M.S.S.S.	<i>Research Associate</i>
Elizabeth K. Caso, B.S., M.Sc.	<i>Research Associate</i>

\* On leave, 1964-65.

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*Research Associate*

*Faculty Associate in Research*

*Faculty Associate in Research*

*Administrative Assistant*



## Lecturers and Visiting Professors

The following Lecturers and Visiting Professors have participated in the program of the School during the past year:

Harriett M. Bartlett, M.A.	<i>Consultant in Social Work</i>
Joseph S. Berliner, Ph.D.	<i>Professor of Economics, Brandeis University</i>
Ewan Clague, Ph.D.	<i>Commissioner of Labor Statistics, U.S. Department of Labor, Washington, D. C.</i>
Harold W. Demone, Jr., A.M.	<i>Executive Director, The Medical Foundation, Inc., Boston, Mass.</i>
Karl deSchweinitz, A.B., L.H.D.	<i>Former Professor of Social Welfare at University of California at Los Angeles</i>
Bernard Frieden, Ph.D.	<i>Assistant Professor, Department of City and Regional Planning, Massachusetts Institute of Technology, Cambridge</i>
The Rt. Rev. Monsignor Raymond J. Gallagher, M.S.S.W.	<i>Secretary, National Conference of Catholic Charities, Washington, D. C.</i>
Melvin A. Glasser, B.S.S., LL.D.	<i>Director, Social Security Department, International Union of United Automobile Workers, Detroit, Michigan</i>
Arthur D. Greenleigh, A.B., M.A.	<i>Greenleigh Associates, Inc., New York City</i>
Herold C. Hunt, Ph.D.	<i>Professor of Education, Harvard University</i>
A. Ryrie Koch, B.A.	<i>Regional Representative, Vocational Rehabilitation Administration, Boston</i>
Sanford L. Kravitz, Ph.D.	<i>Program Coordinator, The President's Committee on Juvenile Delinquency and Youth Development, Washington, D.C.</i>
Charles W. Liddell, M.S.W.	<i>Director, United South End Settlements, Boston</i>
Carol R. Lubin, Ph.D.	<i>Director of Community Planning, Reston, Virginia</i>
S. M. Miller, Ph.D.	<i>Professor of Sociology, Syracuse University, Syracuse, New York</i>
Robert Perlman, Ph.D.	<i>Director of Program Development, Action for Boston Community Development, Boston</i>
Eugen Pusić, Ph.D.	<i>Professor of Law, and Dean, School of Public Administration, Zagreb University, Zagreb, Yugoslavia</i>
Ollie A. Randall, A.B., M.A.	<i>Vice-President, National Council on the Aging, New York City</i>
Benjamin B. Rosenberg, M.A., Ph.D.	<i>Executive Director, Combined Jewish Philanthropies, Boston</i>
Mary E. Switzer, A.B.	<i>Commissioner, Vocational Rehabilitation Administration, Washington, D. C.</i>
Carol E. Thometz, A.B., M.A.	<i>Research Director, Simmons College Self Evaluation, Simmons College, Boston</i>
Peter Townsend	<i>Professor, London School of Economics and Political Science, London, England</i>
Henry J. Whiting, Ph.D.	<i>Associate Executive Director, National Council of the Churches of Christ, New York City</i>





# Brandeis University



Brandeis University has set itself to develop the whole man, the sensitive, cultured, open-minded citizen who grounds his thinking in facts, who is intellectually and spiritually aware, who believes that life is significant, and who is concerned about society and the role he will play in it.

The University will not give priority to the molding of vocational skills, nor to developing specialized interests at the expense of a solid general background. This does not mean that what is termed practical or useful is to be ignored; Brandeis merely seeks to avoid specialization unrelated to our basic heritage—its humanities, its social sciences, its sciences and its creative arts. For otherwise, fragmentized men, with the compartmentalized point of view that has been the bane of contemporary life, are created.

A realistic educational system must offer adequate opportunity for personal fulfillment. Education at Brandeis encourages this drive for personal fulfillment, but only within the framework of social responsibility. Thus Brandeis seeks to educate men and women who will be practical enough to cope with the problems of a technological civilization, yet mellowed by the values of a long historical heritage; self-sufficient to the point of intellectual independence, yet fully prepared to assume the responsibilities society imposes.

Brandeis University came into being because of the desire of American Jewry to make a corporate contribution to higher education in the tradition of the great American secular universities that have stemmed from denominational generosity. By choosing its faculty on the basis of capacity and creativity, and its students according to the criteria of academic merit and promise, the University hopes to create an environment which may cause the pursuit of learning to issue in wisdom.



This initial and unwavering commitment to excellence has earned early acceptance of the University in academic circles and among those who participate, at the highest levels, in support of the nation's most promising colleges and universities. Full accreditation came to Brandeis at the earliest possible moment. In 1961, Phi Beta Kappa granted permission for a chapter (Mu of Massachusetts) to be formed on its campus. Most recently the Ford Foundation assessed the record and potential of the University and buttressed their belief in its future with a major challenge grant to Brandeis on a matching basis.

## University Organization

Brandeis is one of the few small universities in the United States. The academic programs, described below, are each limited in size to encourage quality and integrity of intellectual achievement. There is constant interaction between college, graduate and professional schools, and institutes. The accomplishments of one set automatic pace for the others, and the interchange benefits all, creating an intellectual environment of decided vitality. Additionally, the organic richness of the extensive research activity fertilizes the undergraduate root of the institution no less than the graduate and professional programs.

### The College of Arts and Sciences

In keeping with its general objectives, Brandeis attaches the greatest of importance to the liberal arts curriculum. It is designed to offer full academic opportunities for those students planning to pursue graduate or professional



studies as well as those whose educational objective is the baccalaureate degree.

The College of Arts and Sciences offers instruction in the Schools of Creative Arts, Humanities, Social Science and Science. Regularly matriculated students pursuing courses of instruction under the Faculty of Arts and Sciences may, upon satisfactory completion of the first year, continue as candidates for the Bachelor of Arts degree.

Established in 1948, full accreditation was received from the New England Association of Colleges and Secondary Schools in 1953.

(Full information is available in the catalog of the College of Arts and Sciences).

### The Graduate School of Arts and Sciences

The Graduate School is designed to educate broadly as it trains professionally. It is sensitive to the fact that as specialization increases within society, the traditional boundaries between the Ph.D. and advanced professional degrees are gradually losing their distinctions. It seeks to achieve a spirit of informality, without sacrificing work disciplines.

The Graduate School of Arts and Sciences offers courses of study leading to the master's and doctor's degrees. Graduate areas include Anthropology, Astro-Physics, Biochemistry, Biology, Biophysics, Chemistry, Contemporary Jewish Studies, English and American Literature, History of American Civilization, History of Ideas, Mathematics, Mediterranean Studies, Music, Near Eastern and Judaic Studies, Philosophy, Physics, Psychology, and Sociology.

(Full information is available in the catalog of the Graduate School of Arts and Sciences).

### The Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare, made possible through the generous grant of Mrs. Florence Heller of Chicago, was established at Brandeis University in 1959. Applicants are required to have earned the degree of Master of Social Work at an accredited school and, preferably, to have had experience on a professional level. The program of study leads to the doctorate and is designed to qualify graduates for administrative and consultative roles in established areas of social work endeavor, as well as newly emergent areas such as international social work, inter-group organization, labor, industry and government. Special emphasis is placed upon community organization, social work administration, and research, making full use of relevant principles and experiences from the social sciences.

## Related Academic Programs

### *Wien International Scholarship and Fellowship Program*

The Wien International Scholarship Program, created in 1958 by the Lawrence A. and Mae Wien Fund, is designed to further international understanding, to provide foreign students with opportunities for study in the United States, and to enrich the intellectual and cultural life of the Brandeis campus.

The Program permits the University to offer scholarships and fellowships covering tuition, room, board and, in rare instances, travel costs, to students from foreign nations. Awards, made for the academic year, may be renewed for a subsequent year. All applicants must possess a thorough knowledge of the English language.

All Wien Scholars study within the regularly organized curriculum, which is supplemented by special seminars, conferences and field trips, planned to provide the opportunity to obtain a broad understanding of most facets of American Society.

The Wien Program endorses the participation of accepted students in accredited summer orientation programs, especially in the Boston Area International Seminar, a cooperative effort by Boston College, Brandeis, Boston University, Harvard University, and Massachusetts Institute of Technology. Wien Scholars are also encouraged to participate in the Homestay Program of the Experiment in International Living and in similar authorized programs which are designed to make the foreign student at home in his new environment.

### *Jacob Hiatt Institute in Israel*

The University conducts, with the co-operation and support of the United States Department of State, an annual one-semester Institute in Israel. Open to college and university juniors and selected seniors who have completed introductory courses in political science, sociology, or social psychology, the Institute offers instruction in modern Jewish and Israel history; Israel political and social institutions and the Hebrew language.

The Institute, which is located in Jerusalem and directed by Brandeis faculty members, is unique in that it emphasizes first-hand investigation. Formal classroom work is supplemented by seminars with persons prominent in Israel's political and economic life, and fieldwork is conducted at such on-the-spot locations as factories, seaports, labor councils, agricultural settlements, Arab and Christian communities, army training centers and mineralogical exploration points in the Negev Desert.

Enrollment in the Hiatt Institute is also open to a limited number of qualified students from other colleges and universities.

### *The Sarah and Gersh Lemberg Nursery School*

The Lemberg laboratory-nursery school was established, as a unit of the Psychology department, in the fall of 1961 through the generosity of Samuel and Lucille Lemberg. Both indoor and outdoor facilities and equipment accommodate some 30 youngsters. Brandeis students enrolled in the education sequence, and students from Tufts University and Wheelock College, serve as practice teachers.

### *Rubin Anthropology Program*

A grant from the Samuel Rubin Foundation led to an intensive and diversified program of training and field work in foreign lands, and also provided for an undergraduate program which included summer field work training for honors candidates and a fully subsidized scholarship program.

### *Rosenstiel Biochemistry Program*

The graduate and research program in biochemistry is supported by a grant from the Dorothy H. and Lewis Rosenstiel Foundation made "in support of research in the natural sciences with primary emphasis in biochemistry."

The Rosenstiel Biochemistry Program, established in 1957, includes more than 70 graduate and postgraduate research fellows. Among the agencies co-operating in sponsoring research are the National Science Foundation, National Institutes of Health, Office of Naval Research, American Cancer Society, Atomic Energy Commission, the Eli Lilly Company, Howard Hughes Foundation, Rockefeller Foundation, National Dental Institute, and the Damon Runyon Memorial Fund.

A classroom session in the nursery school.





## Professorships and Lectureships

### *Jacob Ziskind Professorships*

To implement its philosophy of education, the University brings to the campus distinguished academic figures from sister universities both in the United States and abroad who serve as Ziskind Visiting Professors. This program, made possible by the Jacob Ziskind Endowment Fund, enables the University to supplement its regular teaching staff with the presence of academicians drawn from the major streams of educational thought. Inclusion of distinguished foreign academicians serves to challenge and stimulate faculty and students with the introduction of new concepts and new educational viewpoints, thus strengthening the entire educational process.

### *Harry B. Helmsley Lecture Series*

Established to reduce barriers that separate different races, creeds and nationalities, this annual public lecture series has, since its inauguration, featured leading philosophers, educators, government officials and religious leaders in discussions and seminars that relate to intergroup understanding.

### *The Martin Weiner Distinguished Lectureships*

The income from this endowment fund permits the designation of several Weiner Distinguished Lecturers each year. Lecturers receiving these appointments are selected not only from the academic world, but also include figures drawn from the fields of religion, government, international affairs, letters, science, and the business world. The Weiner Distinguished Lecturers enrich the University's curriculum by participating in regular academic seminars and symposia and, in addition, University convocations and public events.

### *Stephen S. Wise Memorial Lecture*

This annual lecture in memory of Rabbi Stephen S. Wise was established by the late Nathan Straus to bring to the University each year a distinguished representative of the liberalism that was basic to the outlook of Dr. Wise.

### *Ludwig Lewisohn Memorial Lectures*

Sponsored by the students of the University in tribute to their late teacher, this annual series has presented noted literary figures drawn from the fields of criticism and creative writing.

### *Abba Eban Lectureship*

Through the generosity of the late Nathan Straus an endowment has been named for Israel's former ambassador to the United States and representative in the United Nations. The program permits an annual lecture by a statesman or scholar on some phase of Middle Eastern affairs.



#### *George and Charlotte Fine Endowment Fund*

Created to supplement chamber music programs given under the auspices and direction of the Department of Music, the Fine Endowment Fund makes possible the engaging of visiting artists to perform with members of the Brandeis faculty.

#### **Special Academic Programs**

##### *Poses Institute of Fine Arts*

Established by Jack I. and Lillian Poses, to supplement the University's curriculum program in the Fine Arts, by:

1) Exhibiting paintings, sculpture, artifacts and other expressions of contemporary and traditional art in the University's museum and many gallery halls; 2) Sponsoring lecture series and symposia with notable art historians, scholars and practitioners of the Fine Arts, for the widest possible benefit of the community, academic and otherwise; 3) Establishing, as an ongoing event, annual institutes, organized around basic issues in the arts and contemporary life; 4) A program of artists-in-residence, reflecting the growing sense of responsibility for encouraging the artist-at-work and for the vitalization of academic programs in the Fine Arts; 5) Providing funds for commissions and grants-in-aid for young artists of talent who have completed the formal years of their education and are seeking to establish themselves as practicing artists.





*Philip W. Lown Institute of Advanced Judaic Studies*

A grant has enabled the University to establish a center of independent research in all areas of Judaic Studies.

In addition to members of the Brandeis faculty, scholars from other universities in the United States and abroad are invited to read papers and to participate in the Lown Institute's monthly colloquia. Fellowships are offered to scholars working on projects commissioned or approved by the Institute. Public lectures deal with topics of wider interest.

The Institute publishes the papers read at its seminars and works of research produced under its auspices in a "Texts and Studies" Series (Harvard University Press).

*Philip W. Lown Institute of Contemporary Jewish Studies*

An additional grant from Philip W. Lown has established a center for training men and women who are concerned with contemporary Jewish scholarship or with a career in institutional Jewish service. The Institute cooperates with the regular departments of the University and with the Florence Heller Graduate School for Advanced Studies in Social Welfare. It is administered by a director and an interdisciplinary faculty committee. A limited number of fellowships are available to help subsidize these studies. The Institute is geared at the outset for a Master of Arts degree.

*The Morse Communication Research Center*

The Communication Research Center of the University is engaged in a program of sponsored research studies, institutes and publications which explore and evaluate many aspects of communications in our society. Essential to these ongoing programs is the simultaneous development of basic resource material. This involves the study of the impact of communications upon many aspects of contemporary life—social structures, political organizations, international relations, education and the formation of individual and group attitudes.

Among the programs undertaken, or in progress, are an annual quantitative study of the programming content of educational television stations in the United States, a multi-national mass communication study program for representatives of newly emerging nations, in cooperation with the United States Department of State, and a national conference on the role and economics of educational television in cooperation with the American Academy of Arts and Sciences, with the support of the United States Department of Health, Education and Welfare. Certain other specific long range research projects related to known communications needs are now being planned.

The Center is primarily underwritten by a major grant from Lester S. and Alfred L. Morse of Boston.

*Peace Corps Training Program*

Under a contract with the United States Peace Corps, Brandeis University will train 50 volunteers for service in Bolivia this fall. Training on the Brandeis campus will include preparation for work in areas of public health, community development and university education.





## Community Services

### *Lowell Institute Cooperative Broadcasting Council*

Brandeis University is a member of the Lowell Institute Cooperative Broadcasting Council, which sponsors the educational radio station WGBH-FM and Boston's pioneer educational TV station WGBH-TV, Channel 2. Brandeis, along with Boston College, the Boston Symphony Orchestra, Boston University, Harvard University, Lowell Institute, MIT, the Museum of Fine Arts, the New England Conservatory of Music, Northeastern University, and Tufts University, makes its teaching facilities available for use by WGBH-FM and its television affiliate, WGBH-TV. As a member of the Lowell Institute, which develops the programming for both stations, the University, through a Ford Foundation Grant, extends its educational facilities and concepts beyond the confines of the campus, into the communities served by the 40 stations of the National Educational Television Network. A significant program of the University's educational broadcasting was "The Prospects of Mankind," organized by the late Mrs. Eleanor Roosevelt, which appeared on both educational and commercial TV stations, in the United States and abroad. This program was sponsored by the National Educational Television Center, and was produced by WGBH-TV, in cooperation with Brandeis University.

### *Brandeis University Creative Arts Awards*

The establishment of the Brandeis University Creative Arts Awards was announced by the University during 1956. Awards are presented annually in the areas of Theatre Arts, Music, Poetry and Painting or Sculpture. In each of these fields of the arts, two types of awards are bestowed. Achievement medals are conferred upon successful artists for outstanding accomplishments during the year; and grants-in-aid are awarded to young talented persons, in recognition of their creative ability and encouragement



for future study and training. Special juries are appointed annually in each of the fields to judge the competition.

### *Office of Adult Education*

To provide adults with the opportunity to pursue courses of instruction in areas of particular interest to them, the Office of Adult Education sponsors daytime seminars for women, and evening and Sunday-morning lecture courses, all directed by members of the Brandeis faculty, and all consistent with the quality of Brandeis academic offerings. In addition, the office plans and presents a variety of special public lecture programs throughout the academic year.

### *Summer Institutes for Adults*

The Summer Institutes for Adults seek to broaden the University's academic scope by offering a unique residence program to adults from all sections of the country. Participants may spend either one or two weeks of intensive, uninterrupted study, directed by Brandeis faculty members and supplemented by guest lecturers, on topics broadly concerned with the problems and trends of contemporary civilization.

### *Themis House*

Through the generosity of Mr. and Mrs. Boice Gross, Brandeis has acquired the use of a large estate—within a few minutes drive of the campus—consisting of nine acres of land and an attractive English Tudor mansion where it is possible to house, feed and accommodate 30-40 persons. "Themis House" is the setting for significant academic institutes, conferences and training programs sponsored by the University. In exceptional instances, it is made available to cooperating educational or civic agencies.

### *The Computer Center*

Established under an initial grant from the National Science Foundation, the University's computer center employs an IBM 1620 machine in work supporting research in the social and life sciences.

### *Brandeis Forum Theatre*

The University sponsors a summer theatre with a campus-based Equity company performing several major American dramas in an eight-week season. The plays are presented in the outdoor Ullman Amphitheater as an extension of the University's service to the greater community.

A unique facet of the Brandeis Forum Theatre is the weekly "*Critics' Forum.*" Distinguished critics, educators and leading members of the community serve as a panel to discuss and evaluate the play of the week and its relation to the major issue in contemporary life it was selected to illustrate.

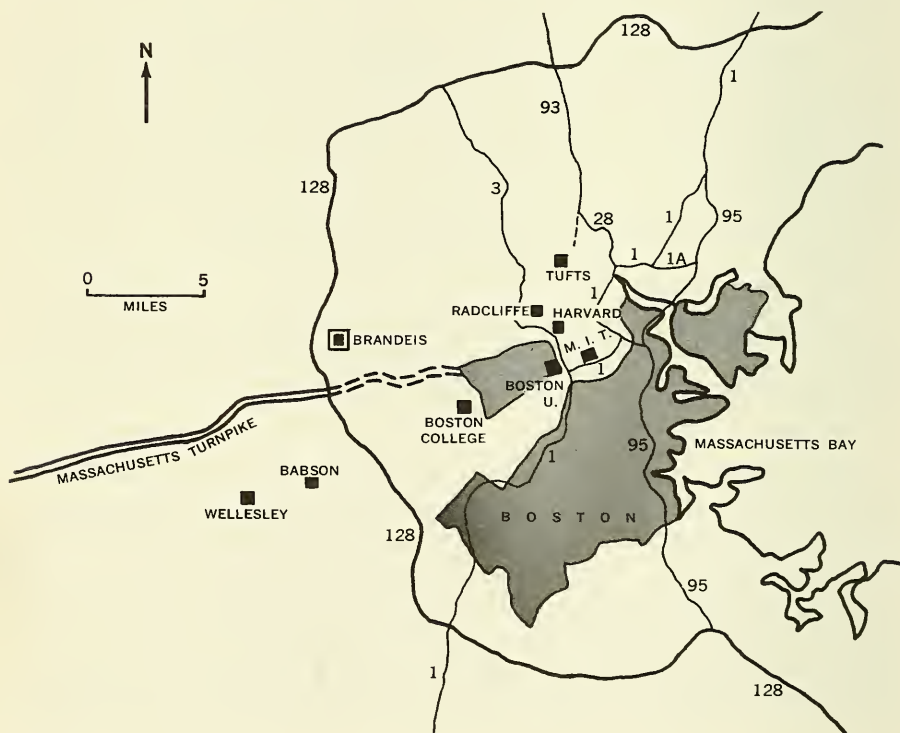


## General Description

Brandeis University, on the southwest outskirts of Waltham, Massachusetts, is ten miles west of Boston, adjacent to Wellesley and near historic Lexington and Concord.

From the eastern Charles River boundary, University grounds sweep upward to New England's famed Boston Rock, where Governor Winthrop and his Massachusetts Colony explorers first surveyed the region that is today Greater Boston.

By automobile, the campus may be reached from Boston on Commonwealth Avenue (Route 30); from Exit 51 of Boston's encircling Route 128; or from Exit 14 of the east-west Massachusetts Turnpike. Road signs on Route 30, just west of the Route 128 overpass, point to Brandeis University. Watertown cars run from Park Street subway stations in Boston to Newton Corner, where a Roberts bus may be taken to the campus on South Street in Waltham. There is also train service on the Boston and Maine Railroad (Fitchburg line) between North Station in Boston and the Roberts Station on the edge of the Brandeis campus, and from nearby Cambridge.





Center for the University's Administrative Offices

## Academic and Administrative Buildings

### Administration Center

Overlooking the main entrance to the campus, the Brandeis University Administration Center houses the offices of the president, deans, student administration, university administration and the National Women's Committee. Conference room facilities serve the Board of Trustees, faculty and administrative staff. The Center comprises Bernstein-Marcus Administration Center, Gryzmish Academic Center and the Julius and Matilda Irving Presidential Enclave.

### Brown Social Science Center

Adjacent to the library, the Brown Social Science Center includes three structures.

The central building houses the Sociology, Anthropology, Psychology and Economics Departments. It contains classrooms, seminar rooms, faculty offices, laboratories and a small anthropology museum. Glass walls overlook an attractively landscaped quadrangle which the Social Science Center encloses.

Schwartz Hall houses a 300-seat lecture auditorium, classrooms and a spacious lounge. Millions of viewers across the nation have watched television programs recorded in the main auditorium, specially equipped for use as a television studio. The lounge contains a permanent exhibit of Oceanic Art and Ethnographic objects donated to the University by Mrs. Helen S. Slosberg.

Lemberg Hall is the home of the Lemberg Nursery School, operated by the Department of Psychology. Classrooms with specially constructed walls of one-way glass enable students to observe youngsters in the nursery school and to record their development from the observation room. Lemberg Hall also houses the Psychological Counseling Center.

#### Brown Terrarium

Brown Terrarium, a completely equipped experimental greenhouse, located between the Faculty Center and Sydemann Hall, provides facilities for botanical research.

#### Faculty Center

On the south campus is the Faculty Center, containing club facilities, lounges, the faculty dining room, a private dining room for faculty meetings, and apartments for visiting faculty and lecturers.

#### Ford Hall

Near the central campus, Ford Hall contains classrooms, laboratories, faculty offices and Seifer Hall, an auditorium seating 500, which is used for lectures, large student meetings, and major conferences.

#### Friedland Research Center

Joined to Kalman Science Center by an overhead corridor of glass and stainless steel, Friedland Research Center provides four stories of modern laboratories which house research in biochemistry and related life sciences.



The Faculty Center





### Goldfarb Library Building

Near the center of the campus, Goldfarb Library Building is a brick, limestone and glass structure with an ultimate capacity of 750,000 volumes. On the periphery of its open stacks are student study carrels and faculty studies. Seminar rooms are provided for those courses requiring intimate and immediate access to library resources in specific research and reference areas. The library also contains audio-visual aids, specialized reading rooms, typing rooms and lounge facilities. Works of art from the University collection are on constant display in the many galleries of the building.

### Golding Judaic Center

Overlooking the campus from the northeast corner of the Academic Quadrangle, Golding Judaic Center contains classrooms devoted to the study of the Near East, Judaics and related subjects. Classrooms and faculty offices ring its large, central lecture hall.





Goldman-Schwartz Fine Arts Center

#### Goldman-Schwartz Art Studios

The Goldman-Schwartz Art Studios provide classrooms, faculty offices and sculpture areas for the Department of Fine Arts and studios for faculty, advanced students and artists-in-residence. Its completion marks a major step in fulfilling the master plan for a unified creative arts enclave extending across the southwest campus.

#### Hayden Science Court

The Charles and J. Willard Hayden Court, comprising several acres in the central campus area, is the site of present and projected science facilities of the University. This area has been set aside as a memorial to two generous benefactors, whose pioneer gift stimulated the extensive scientific programs of the University.

#### Kalman Science Center

The University's first structure devoted entirely to science, Kalman Science Center continues to be the key facility in the growth of the University's science facilities. This center contains instructional and research laboratories for the undergraduate School of Science and for the advanced work of the Graduate School of Arts and Sciences.

### Old Library Building

Once the University's library, this brick and fieldstone structure on the central campus has been converted to house the bookstore, post office, and provide research accommodations for the Heller Graduate School for Advanced Studies in Social Welfare.

### Olin-Sang American Civilization Center

On a hillside overlooking the library and Three Chapel Area, the Olin-Sang American Civilization Center provides unique seminar-classroom halls which include display areas for the placement of original manuscripts and source materials relating to the courses offered. Included are the Diplomatic Studies, Human Rights, Lincoln, Presidential, Washington, Judicial and Legislative Halls. The Shapiro Forum, which is the building's lecture auditorium, is patterned after the United Nations General Assembly hall.

### Rabb Graduate Center

A circular lounge, walled in glass, is a unique architectural feature of Rabb Graduate Center. Its main building contains classrooms and offices for the staff of the Graduate School of Arts and Sciences.

### Rapaporte Treasure Hall

Adjacent to Goldfarb Library Building, and joined to it by a glass-enclosed lobby, Rapaporte Treasure Hall is the repository for rare books, incunabula and other library treasures. The upper level serves as the main exhibition area and the lower level stores the University's growing collection and includes a specially constructed vault with provision for the protection of these rare items against the ravages of time, temperature, humidity, fire or theft.



A Lecture in  
Rose Art Museum

### Rose Art Museum

Located within the Creative Arts enclave, the Rose Art Museum is the focal point for the University's rapidly burgeoning art collection. On permanent display are portions of the noted ceramic collection of Mr. and Mrs. Edward Rose. Major loan exhibitions are placed on display during the academic year as well as selections from the University's permanent collection. The wishing pool on the lower level is both a pleasant setting for quiet reverie and the objective of coin-tossing students before examinations.

### Shiffman Humanities Center

Atop a hillside where its glass walls reveal spectacular views of the campus and the country north of Boston, Shiffman Humanities Center employs a new academic concept in educational architecture. Original manuscripts, portraits, and source materials related to courses being offered are displayed in the seminar rooms. The latest in electronic language teaching facilities are employed in the building's language laboratory. Included are the Language and Phonetics, English and American Literature, Classics, Philosophy, Renaissance, Germanic and Asian Studies Halls.

### Slosberg Music Center

Recently completed construction doubles the office, classroom and practice room space in Slosberg Music Center at the entrance to campus. It has its own library and a recital hall which seats 250 with carefully designed acoustical treatment. Slosberg Recital Hall is the location for the University's rich program of chamber music concerts and solo performances.

Shiffman Humanities Center



### Sydeman Hall

This annex to Ford Hall houses laboratories, classrooms, faculty offices and the mathematics library.

### Ullman Amphitheatre

Utilizing a natural bowl below the grape arbor and science buildings, the Amphitheatre has a complete stage with full lighting equipment and orchestra pit, classrooms and faculty offices. It is the present center of theatre activity and is the colorful setting for University convocations and commencements.

### Woodruff Hall

Situated in the center of the campus, this white brick building houses the Florence Heller Graduate School for Advanced Studies in Social Welfare.

## Athletic Facilities

### Memphis Tract

A twenty-six acre area on the east edge of the campus, Memphis Tract contains the Shapiro Athletic Center, Marcus Field, Gordon Field and Rieger Tennis Courts.

### Gordon Field

One of the nation's most modern tracks rings Gordon Field where the University's track and field squad plays host to teams from throughout the east. The central area provides playing fields for the University's intramural football teams and specialized accommodations for intercollegiate field events.

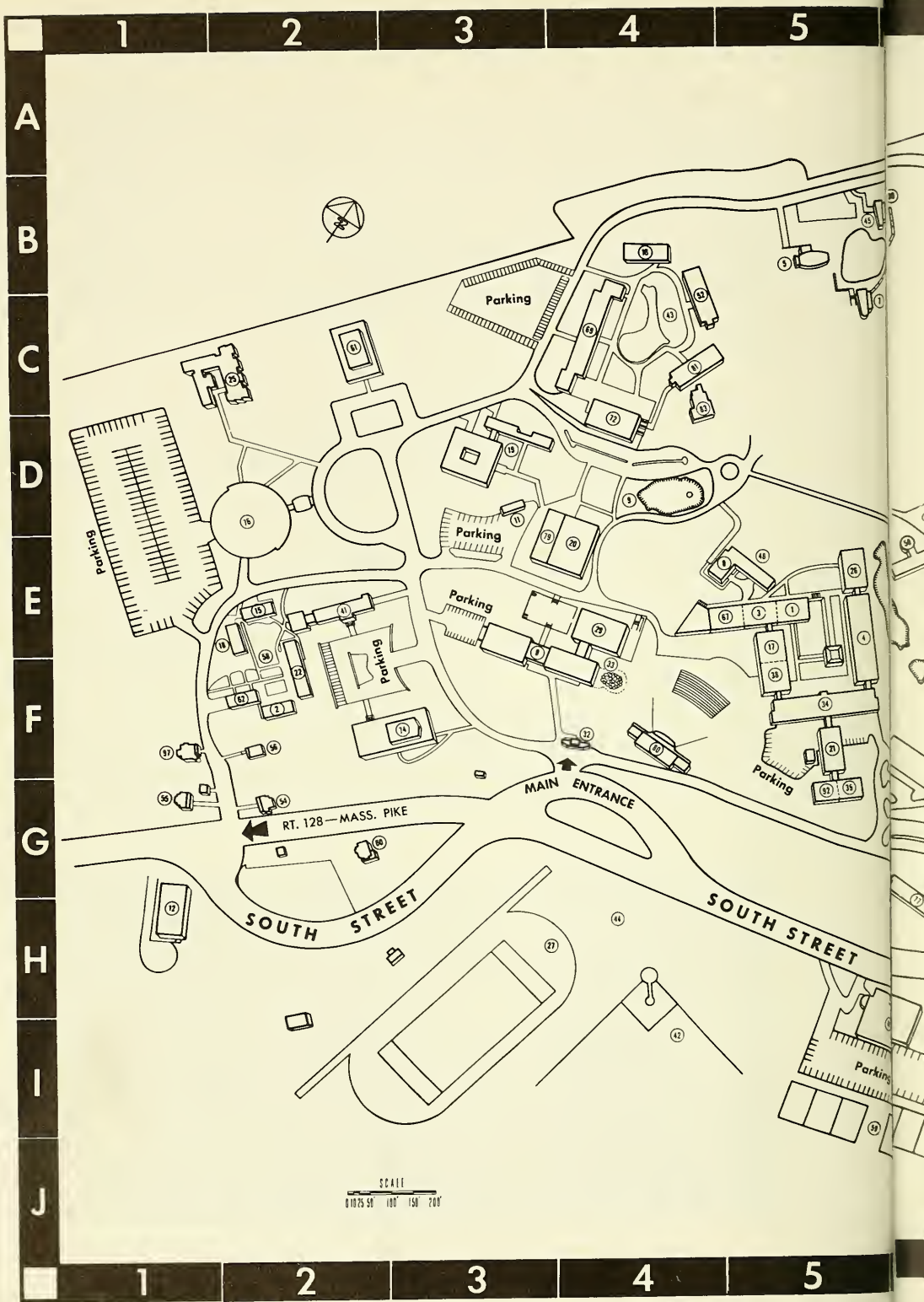
### Marcus Playing Field

Brandeis' international student body has won respect for its soccer prowess on Marcus Playing Field, which also contains the varsity and practice baseball diamonds and a softball diamond.

### Shapiro Athletic Center

Throughout the school year the main gymnasium operates day and night with varsity and intramural competition as well as physical education activities. The gymnasium is also used for public lectures, student dances, and major conferences. In addition, classrooms, offices for the physical education faculty, team, and physiotherapy rooms and dressing rooms are included in Shapiro Athletic Center.





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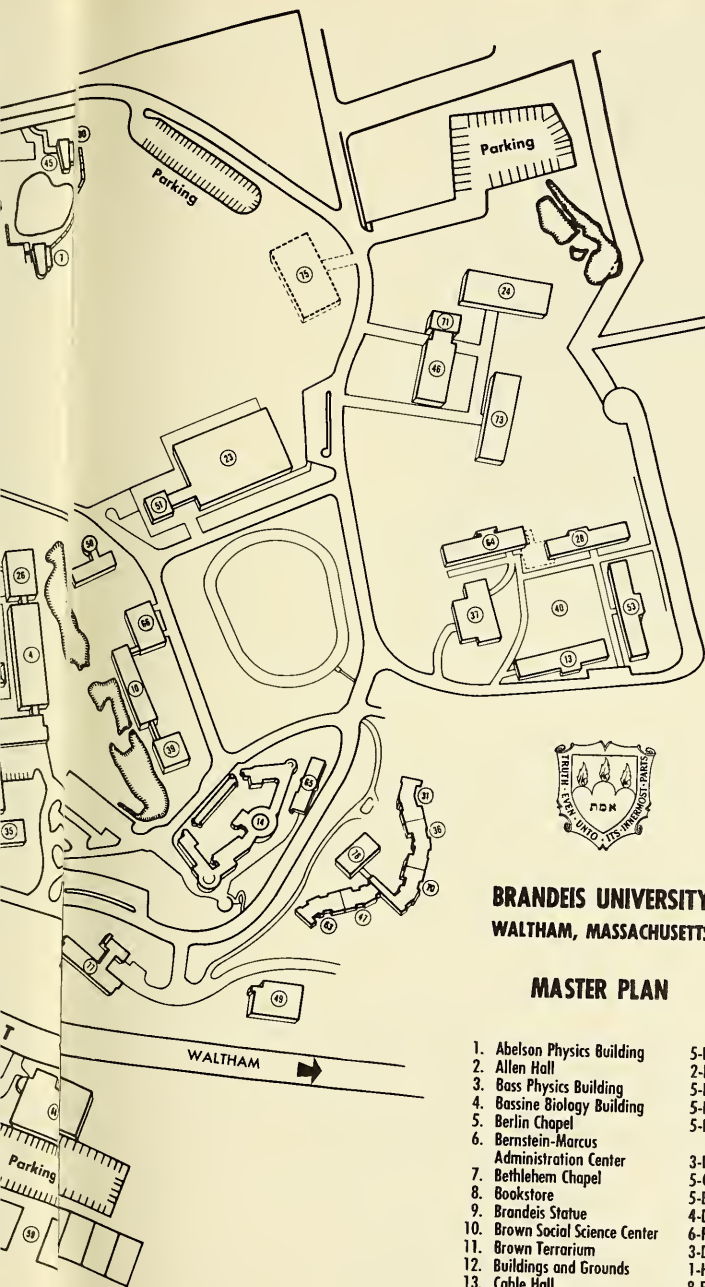
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## BRANDEIS UNIVERSITY WALTHAM, MASSACHUSETTS

### MASTER PLAN

- |   |     |
|---|-----|
| 1. Abelson Physics Building               | 5-E |
| 2. Allen Hall                             | 2-F |
| 3. Bass Physics Building                  | 5-E |
| 4. Bassine Biology Building               | 5-E |
| 5. Berlin Chapel                          | 5-B |
| 6. Bernstein-Marcus Administration Center | 3-F |
| 7. Bethlehem Chapel                       | 5-C |
| 8. Bookstore                              | 5-E |
| 9. Brandeis Statue                        | 4-D |
| 10. Brown Social Science Center           | 6-F |
| 11. Brown Terrarium                       | 3-D |
| 12. Buildings and Grounds                 | 1-H |
| 13. Cable Hall                            | 8-E |
| 14. Castle                                | 7-G |
| 15. Danciger Hall                         | 2-E |

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|--|-----|
| 16. DeRoy Hall                               | 4-B |
| 17. Edison Chemistry Building                | 5-E |
| 18. Emerman Hall                             | 2-E |
| 19. Faculty Center                           | 3-D |
| 20. Ford Hall                                | 4-E |
| 21. Friedland Science Center                 | 5-F |
| 22. Fruchman Hall                            | 2-F |
| 23. Goldfarb Library                         | 6-D |
| 24. Golding Judaic Center                    | 8-C |
| 25. Goldman-Schwartz Fine Arts Center        | 2-C |
| 26. Goldsmith Mathematics Building           | 5-E |
| 27. Gordon Athletic Field                    | 3-H |
| 28. Gordon Hall                              | 8-E |
| 29. Gryzmish Academic Administration Center  | 4-E |
| 30. Harlan Chapel                            | 6-B |
| 31. Hassenfeld House                         | 7-F |
| 32. Information Booth                        | 4-F |
| 33. Irving Presidential Enclave              | 4-F |
| 34. Kalman Science Building                  | 5-F |
| 35. Kosow Biochemistry Building              | 5-G |
| 36. Krivoff Hall                             | 7-G |
| 37. Kutz Hall                                | 8-E |
| 38. Lecks Chemistry Building                 | 5-F |
| 39. Lemberg Hall                             | 6-F |
| 40. Leon Court                               | 8-E |
| 41. Mailman Hall                             | 2-E |
| 42. Marcus Playing Field                     | 4-I |
| 43. Massell Quadrangle                       | 4-C |
| 44. Memphis Tract                            | 4-H |
| 45. Mu Sigma Memorial                        | 5-B |
| 46. Olin-Sang American Civilization Center   | 7-C |
| 47. Pomerantz Hall                           | 7-G |
| 48. Post Office                              | 5-E |
| 49. Power Plant                              | 7-H |
| 50. Rabb Graduate Center                     | 6-E |
| 51. Rapaport Treasure Hall                   | 6-D |
| 52. Renfield Hall                            | 4-C |
| 53. Reithman Hall                            | 8-E |
| 54. Ridgewood 15                             | 2-G |
| 55. Ridgewood 20                             | 1-G |
| 56. Ridgewood 25                             | 2-F |
| 57. Ridgewood 28                             | 1-F |
| 58. Ridgewood Quadrangle                     | 2-E |
| 59. Rieger Tennis Courts                     | 5-I |
| 60. Roberts Cottage                          | 2-G |
| 61. Rose Art Center                          | 2-C |
| 62. Rosen Hall                               | 2-F |
| 63. Rubenstein Hall                          | 7-G |
| 64. Scheffres Hall                           | 8-E |
| 65. Schwartz Hall                            | 7-F |
| 66. Schwartz Teaching Center                 | 6-E |
| 67. Segal Physics Building                   | 5-E |
| 68. Shapiro Athletic Center                  | 6-I |
| 69. M. Shapiro Hall                          | 4-C |
| 70. Shapiro Brothers Hall                    | 7-G |
| 71. Shapiro Forum                            | 7-C |
| 72. Sherman Student Center                   | 4-D |
| 73. Shiffman Humanities Center               | 8-D |
| 74. Slosberg Music Center                    | 3-F |
| 75. Social Welfare Center                    | 7-C |
| 76. Spingold Theatre Arts Center             | 2-D |
| 77. Stoneman Infirmary                       | 6-H |
| 78. Swig Student Center                      | 7-F |
| 79. Syderman Hall                            | 3-E |
| 80. Ullman Amphitheatre                      | 4-F |
| 81. Usen Hall                                | 4-C |
| 82. Wolfson-Rosenzweig Biochemistry Building | 5-G |
| 83. Woodruff Hall                            | 4-C |

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### Rieger Tennis Courts

The Rieger Tennis Courts are the scene of informal as well as intramural and intercollegiate tennis competition. They are located to the rear of the Shapiro Athletic Center.

### Residence Halls

Campus living accommodations consist predominantly of double rooms, some single rooms and larger quarters. Each residence hall has its own lounge or lounges. Modern laundry and other conveniences are available to all students. Each resident student should bring blankets, lamps and such rugs and decorations as are desired. Arrangements for linen and towel service may be made through the University.

#### East Quadrangle

The most recently completed residence halls on campus are those in the East Quadrangle. These include the Hassenfeld House, Rubenstein Hall, Pomerantz Hall, Krivoff House and Shapiro Brothers Hall. A large central lounge serves all of these buildings, and the entire area is complemented by the Benjamin and Mae Swig Student Center which includes a dining hall and lounge facilities.

#### Massell Quadrangle

Consisting of Shapiro, DeRoy, Renfield and Usen Residence Halls, and the Sherman Student Center, this is a major housing and recreational area. Each unit has functionally equipped rooms with maximum living and closet space. Ground floor lounges overlook the central quadrangle and the walks encircling Anne J. Kane Reflecting Pool.

#### Leon Court

Leon Court, a residence area, has four dormitories and a large student center-dining hall grouped around an attractive, wooded quadrangle. Each dormitory unit contains fully equipped student rooms, a lounge and large recreation room. Dormitories in this quadrangle have been designated the Scheffres, Gordon, Cable and Reitman Halls. The student dining hall is Milton and Hattie Kutz Hall.

#### Ridgewood Quadrangle

Emerman, Fruchtman, Danciger, Allen and Rosen Residence Halls comprise the University's living areas for students on the south campus. Each hall has two lounges opening on the quadrangle.



Sherman  
Student Center



### The Castle

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Castle has been remodelled into single, double, and larger rooms for women. Its ground floor houses the University Snack Bar and the student-operated coffee shop, *Cholmondeley's*.

### Schwartz Residence Hall

This companion structure to the Castle, houses women. Its lounge, a retreat for reading, relaxation and entertainment, is furnished in contemporary style.

### Sherman Student Center

The glass walls of Sherman Student Center rise from the ground level to roof, overlooking Massell Quadrangle and the Kane Reflecting Pool. Its ground floor dining hall serves several hundred students daily and is frequently utilized as a banquet hall for major University functions. Along the upper level are located a large lounge, game room and two smaller dining rooms. Bulletin boards of these rooms serve as the major communications center for student activities and the walls frequently are hung with special art exhibits. Dances, parties and meetings often occupy the entire building on busy evenings.



### Themis House

Special seminars, conferences and symposia are housed at Themis House, located in Weston, Mass., a few minutes from the campus. Thirty to forty participants may be accommodated for food and lodging at this University conference site, made available by Mr. and Mrs. Boice Gross.

### Feldberg Lounge

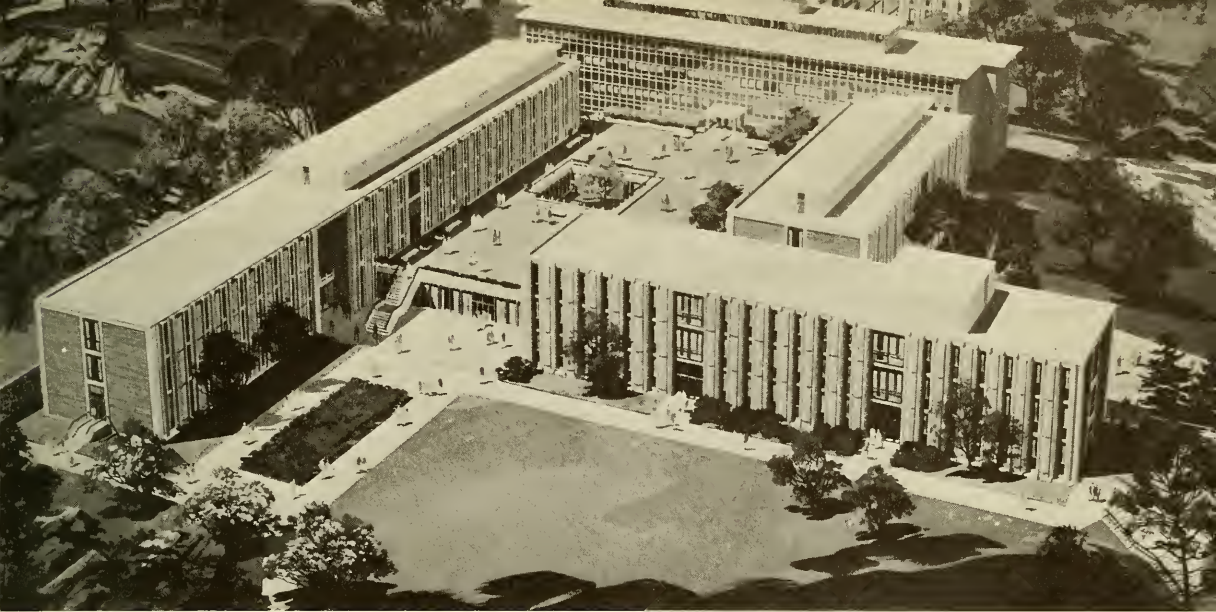
Spacious and comfortable, this glass and brick walled lounge is used for informal discussions, lectures, songfests and conferences and is a favorite meeting place between classes. Works of art by student and professional artists are on constant exhibit.

### Kutz Hall

A towering ceiling, attractive furnishings, a site overlooking Greater Boston, make Kutz Hall a versatile and popular student dining hall. Banquets seating 500 are held on its main floor. An outdoor terrace and commodious balcony provide unusual settings for receptions and student social activities. Folding walls under the balcony permit creation of private rooms for dinner meetings of student or faculty groups. The towering north wall of Kutz Hall mirrors the rest of Leon Court in its more than 8000 square feet of glass.

Kutz Hall





Gerstenzang Quadrangle . . . Under construction

### Swig Student Center

The attractively furnished Swig Student Center, in the East Quadrangle, provides dining facilities for 330 students as well as lounge and terrace for student receptions and social activities. It also includes a private dining room for dinner meetings of student groups. The Swig Student Center is connected to the dormitories of the East Quadrangle by an overhead walk.

### Mailman Hall

This striking glass, brick and granite structure provides spacious lounges, modern recreational rooms and facilities for the display of painting and sculpture. A recently completed addition to this building includes student publication offices, the campus radio station, offices and meeting rooms for the Student Council and other student organizations.

### Usen Commons

Greater Boston spreads out in a panoramic view from the windows of Usen Commons, a circular, conservatory style lounge on the second level of the Castle. Since the earliest days of the University, this lounge has been familiar to Brandeis students as ideal for small dances and social functions.

### Dining Halls

University dining halls are located in Kutz Hall, Swig Student Center and Sherman Student Center. A separate kitchen is maintained in Sherman Student Center for those wishing special dietary meals. In addition, light refreshments are provided in the Castle Snack Bar and *Cholmondeley's*.



### Stoneman Infirmary

On the forward slope of the campus, near the Castle, the Infirmary houses a first aid treatment room, lounge, out-patient clinic, four consulting suites, and rooms for twenty-four bed patients. A recently completed new wing increased patient capacity by fifty percent.

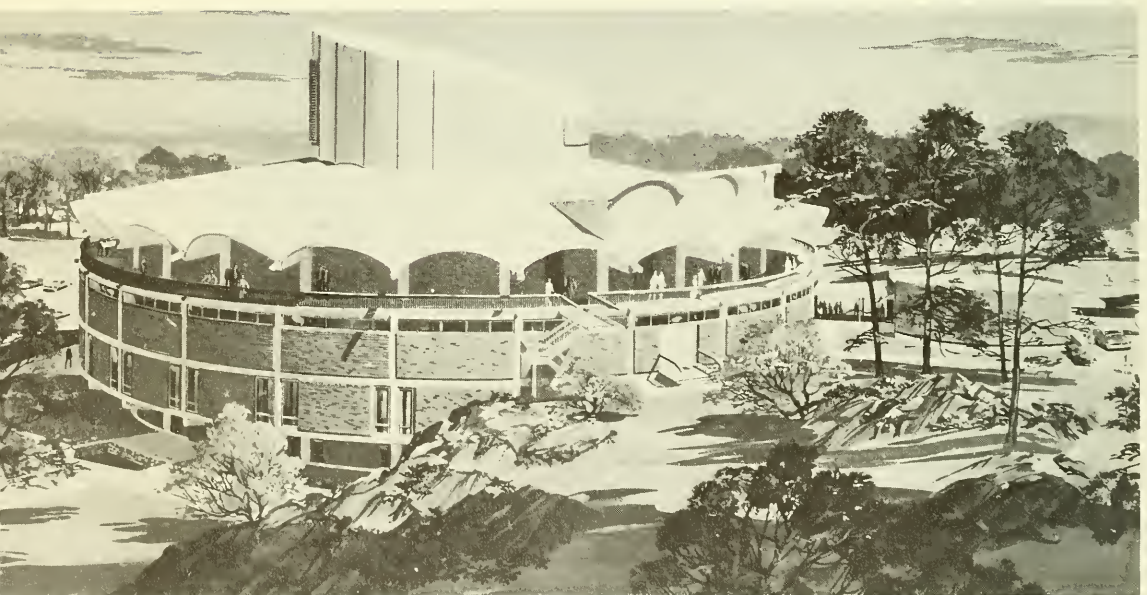
### The Three Chapels

Assuming that worship is a matter of mood and spiritual climate, not limited to words or ceremonies, the University's Harlan, Berlin and Bethlehem Chapels serve the Protestant, Jewish and Catholic faiths. A centrally located pulpit serves a large outdoor area where shared functions such as Baccalaureate are celebrated. Student organizations responsible for services are the B'nai B'rith Hillel Foundation, Newman Club and Student Christian Association. Each has its own chaplain.

### Campus Landscape Architecture

Under a special grant from David and Irene Schwartz, funds have been provided for a systematic landscaping of the campus to achieve a harmony between the terrain's natural beauty and the building architecture as conceived and executed by some of the nation's noted architectural figures.

Spingold Theatre . . . now under construction



## Facilities Under Construction

### Spingold Theatre

In addition to a theatre auditorium, Spingold Theatre, now under construction, will contain workshops, design rooms, costume preparation and storage areas, seminar rooms, classrooms, faculty offices, rehearsal and dressing rooms, a little theatre and a dance studio. It will be completely equipped to meet the needs of instruction in all aspects of the theatre arts. The great lobby will be designed to exhibit art treasures. The Spingold Theatre is located on the southwest campus which has been designated for the complementary development of the University's creative arts teaching facilities.

### Gerstenzang Science Quadrangle

When completed, Gerstenzang Science Quadrangle, now under construction, will triple the University's facilities for scientific investigation. The Quadrangle will comprise teaching and research buildings, erected around a science library and lecture-demonstration auditorium. Gerstenzang Science Library will contain stacks for 250,000 volumes, along with facilities for preparation and use of microfilms, a periodical room and journal reading area, office and other library administration facilities. The lecture-demonstration halls will be constructed as amphitheatres, one seating 300 and the other 100. Units included in the quadrangle will be Bassine Biology Center, Abelson Physics Building, Bass Physics Building, Harry Edison Chemistry Building, Goldsmith Mathematics Center, Lecks Chemistry Building and Segal Physics Building.

### Biochemistry Research Center

Also under construction is a new Biochemistry Research Center including the Kosow Biochemistry Building and the Wolfson-Rosensweig Biochemistry Building. The new Biochemistry facilities are located behind the existing Friedland Research Center and will be joined to this building on all floors. These buildings will provide additional modern laboratories in which will be conducted research in Biochemistry and related life sciences.

## Projected Facilities

### Heller School Building

A new structure to house the Florence Heller Graduate School for Advanced Studies in Social Welfare is currently being planned. This building to be located adjacent to the Olin-Sang American Civilization Center will provide seminar rooms, research offices and work rooms and faculty offices. When completed this building will house, under a single roof, all of the teaching as well as the multi-faceted research programs being done by the Heller School.



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